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ABSTRACT

This document describes the implementation of an in-school program designed to give Portland, Oregon, high school students an overview of many different careers. The first two sections provide background information on career exploration within the Boy Scouts of America Exploring program. The rest of the document explains the implementation of the program in the Portland metropolitan area and provides supporting information and samples from its implementation in two high schools. (The program in Portland encompasses three program models, called the career awareness, the in-class exploring, and the self-image models that have been developed since 1969.) The implementation section provides such information as how to get a program started, which students would benefit from it, who can make a program work at a school, how to forge relationships between teachers and business people, which school to target, who should be on the advisory committee, how to evaluate and monitor the program, what sort of staff person to hire as a career awareness executive, and the benefits of the program. The document concludes with miscellaneous materials such as relevant newspaper articles and descriptions of program activities. (CML)

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AN IMPLEMENTATION GUIDE FOR

CAREER AWARENESS IN-SCHOOL EXPLORING PROGRAM

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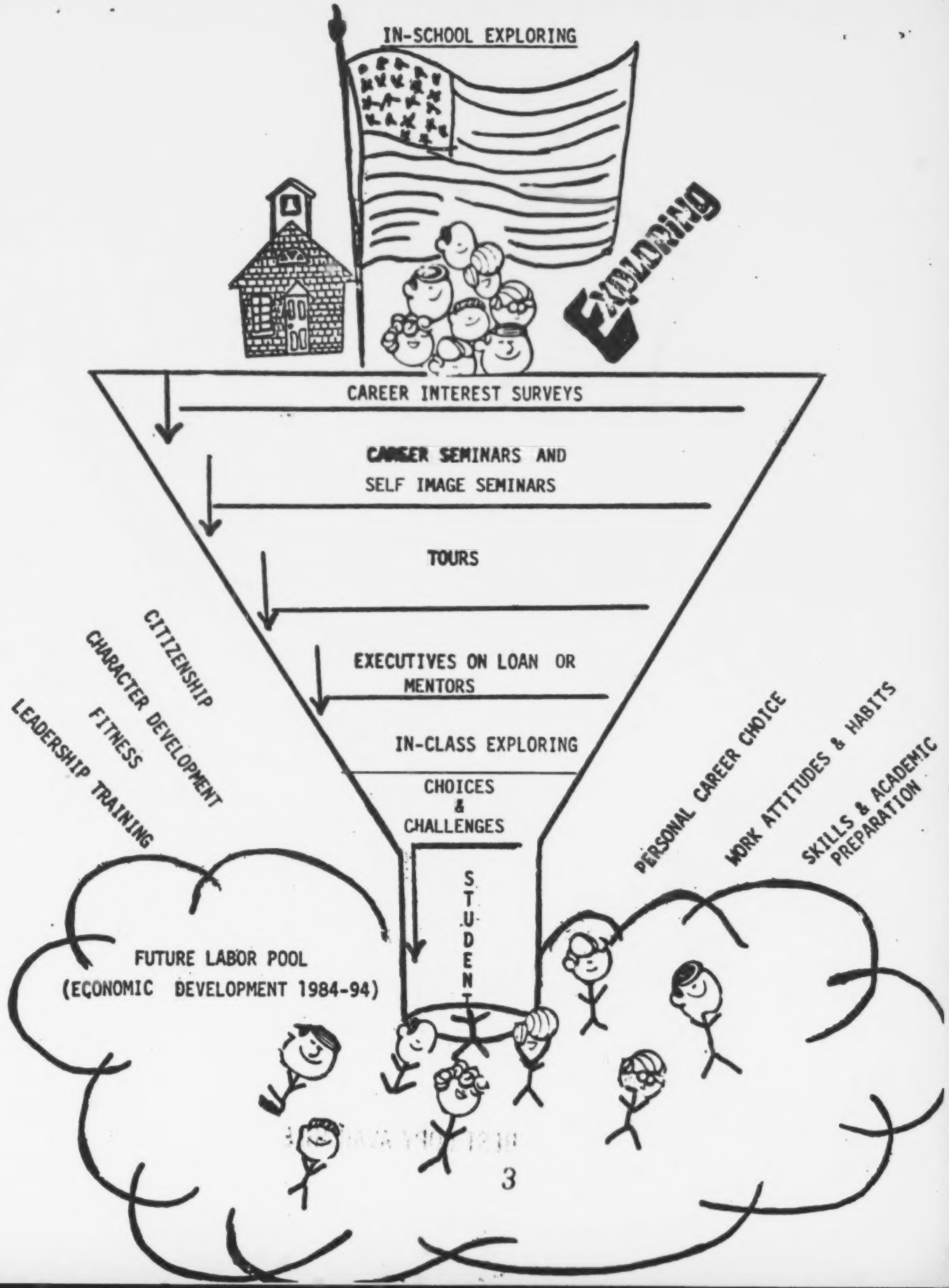
IN-SCHOOL EXPLORING
EXPLORING
CAREER INTEREST SURVEYS
CAREER SEMINARS AND
SELF IMAGE SEMINARS
TOURS
EXECUTIVES ON LOAN OR
MENTORS
IN-CLASS EXPLORING
CHOICES
&
CHALLENGES
STUDENT
CITIZENSHIP
CHARACTER DEVELOPMENT
FITNESS
LEADERSHIP TRAINING
PERSONAL CAREER CHOICE
WORK ATTITUDES & HABITS
SKILLS & ACADEMIC
PREPARATION
FUTURE LABOR POOL
(ECONOMIC DEVELOPMENT 1984-94)

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INTRODUCTION

WHAT IS CAREER AWARENESS?

Career Awareness Exploring is offered by the Boy Scouts of America to give students an overview of many different careers. It is an in-school program which enriches the high school curriculum.

NEED FOR CAREER AWARENESS IN-SCHOOL EXPLORING*

The National Commission on Excellence in Education has reported that each year more and more young adults emerge from high school unprepared for work or for college. The situation becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs diminishes, and entry level jobs demand greater sophistication and preparation.

Business and industry recognize the importance of the role of schools in preparing youth for careers. In addition, they are also aware of the difficulty experienced by teachers who try to stay current in career fields. Business and industry leaders know that it is in their best interest to assist schools in providing current information, because at the same time, they are able to communicate with potential future employees.

Numerous experts in the field of high-risk youth have stated that all segments of our community must work together to help these youth to become productive citizens. Yet, the reality is that schools are still having to do the job alone. Edward J. Meade, Jr., Chief Program Officer of the Ford Foundation, states that in a study of 277 dropout prevention programs, only 12 had affiliations outside the school.**

The importance of providing early career awareness increases when high-risk students comprise a significant part of school enrollments, because most of these students do not finish high school. High-risk students, even more than regular students, need assistance in developing their career goals. They need to know what careers are

out there in the real world. They also need specific information about what they need to learn in school, so they can be headed toward their goal upon graduation. The high-risk student is less likely to have parents who are involved in helping plan future goals. However, many high-risk students will remain in school if the school can help them develop a definite career path, and if they think the school can help them reach their goal.

Hopefully, this manual will lead to the development of career programs that are relevant to our high-risk youth, so they will stay in school long enough to develop their potential and to become contributing members of society.

BACKGROUND - NATIONAL DEVELOPMENT*

Career exploration has been a part of the Boy Scouts of America Exploring program for more than 20 years. As schools began to expand their career education programs, they found the Exploring program to be a valuable resource for classroom teachers.

Career Awareness Exploring began operating in the late 1960's. The program started slowly, but expanded rapidly as it met with success. The first national research and development program was begun in 1976-77 in pilot councils. At the end of 1977, the program involved more than 20,674 students. The program was adopted nationally in July, 1982, and a new policy statement, registration procedures, and regulations were established. By the end of 1989, Career Awareness Exploring had over 250 posts with 6,000 registered members.

The program now has a broad base. It includes council volunteer committees, over 2,000 volunteer speakers, and resources from business, trade associations, unions and service clubs. Career Exploring is now considered an integral part of many school career education efforts.

A strong Career Awareness Exploring program takes a commitment of time, effort, funding, and responsible management to succeed. America's schools, public and private, have a variety of structures and student needs, so there is no specific formula for success. However, flexibility and innovation are the key ingredients in a successful program.

*This information is from the National BSA Career Awareness Exploring Guide.

IN-SCHOOL EXPLORING IN THE PORTLAND METROPOLITAN AREA

In-School Exploring encompasses 3 different program models in the Portland metro area: Career Awareness, In-Class Exploring and Self-Image. These programs are used separately or in combinations depending upon the needs of the school. Each school that participates is offered a "menu" of program options consisting of seminars, tours and executives-on-loan from industry.

The Career Awareness model is available for an entire grade level or school. Seminar presenters are recruited from the business community to provide presentations and hands-on demonstrations to students.

A second model, called In-Class Exploring, becomes a part of an existing school class. Visiting consultants from business provide expertise to areas relating directly to the subject of the class. Teachers, consultants, and elected student class officers set the direction and topics to be covered.

The newest In-School Exploring program is the Self-Image model. Speakers, such as news anchors and sports personalities who are able to establish immediate student rapport, present sessions to targeted high-risk students. Topics focus on development of decision-making skills, problem-solving techniques, positive motivation, and self-esteem. An underlying theme is the importance of obtaining a high school education.

The first Career Awareness Exploring program was developed in Portland in 1969 to meet the needs of the metropolitan area schools. The mission for the past 18 years has been to organize career oriented programs for high school students which revolve around the participation of business, industry, government, professions, trades and civic organizations. To date, 7,198 students have been involved.*

In 1983-84, the Columbia Pacific Council, Boy Scouts of America, made a commitment to increase staff, in order to coordinate and recruit hundreds of volunteer speakers and further expand its services to include tours, and executives-on-loan to classrooms. With the increase in staff, In-School Exploring began to expand, and in 1983 several pilot projects began in Vancouver, Washington and in the Portland metro area. At Pan Terra Alternative School in Vancouver, Washington, a combination of Self-Image, High Adventure, and the Career Seminar Series was developed. As a spin-off from industry involvement, 141 disadvantaged students were employed by Safeway Stores, making the program a huge success. By October 1, 1986, the Council had developed programs at three inner-city high schools, six suburban high schools and one alternative school in the Portland metro area in addition to the alternative school in Vancouver Washington.

The Self-Image Character Development Program was designed to meet a need identified by a principal of a Portland high school. That need is to instill in students, at the freshman level, the importance of completing their high school careers in order to increase their choices in life, have a foundation on which to plan their future, increase their earning potential, improve their standard of living, and realize the value of self, family, and learned skills.

Based on cooperative pilot programs with Gresham High School and David Douglas High School during the 86-87 school year, Self-Image Character Development was expanded to include the highly regarded Choices and Challenges curriculum. These materials are recognized as effective tools for promoting equity, and for stimulating individual growth.

CHOICES & CHALLENGES

SELF IMAGE - CHARACTER DEVELOPMENT

This program empowers students to face reality, accept responsibility, think about their futures, set reasonable goals for themselves, and to learn sound decision-making techniques for developing logical plans to achieve personal goals. It is a course which can be used as a full nine week curriculum or infused in existing curriculum to extend up to an entire academic year. A set on "Aides" and "teen suicide" can be inserted and taught within this character development values framework.

The program is based on two books, Choices for the girls, and Challenges for the boys. The two volumes have much in common, but they recognize the different types of problems faced by each sex, thus varying the approach in some sections. The program creates parental (or mentor) involvement, and draws upon positive, highly professional adult role models (field faculty) to reinforce the curriculum. A variety of industries, agencies and community college counselors have taken ownership of a specific chapter to develop trained, well informed specialists (field faculty) to extend each chapter into the real world. The primary features of the program, are:

- Choices and Challenges Sex Equity Curriculum
- Parent or mentor involvement with each student
- Parenting activities
- Community team to translate the theory into practice for each chapter or topic (field faculty)
- Parents invited to the final activity of each chapter, led by the field faculty

Because the program is flexible and can be used to the extent desired by a particular teacher, it has been very well received by those who use it. Recently a learning specialist from Parkrose School District analyzed the features of the program and using the package as it is, all four learning styles of students are reached; Analytic learner, Dynamic applier, Common Sense learner, and the Inovative learner. (Audio, visual, kinesthetic and tactile)

Our project includes text books, workbooks, teachers guides, as well as the program coordination and evaluation. The educational funding crisis coupled with the health and suicide crisis our country is facing, makes this a timely, needed project. With additional funding, at the choice of the high school, there is a plan for two additional years of complimentary programs for high school students.

This is truly a drop out prevention program.

PARTNERSHIP

Partnership Project - Choices & Challenges

Our council partners in the Choices & Challenges project are as follows:

- In-School Exploring, Columbia Pacific Council
- Centennial High School
- Gresham High School
- Lake Oswego High School
- Tigard High School
- High school teachers, counselors and administrators
- IBM Corporation
- Peat, Marwick, Main CPA's
- U.S. West Communications
- Lutheran Family Services
- Portland Community College
- Mt. Hood Community College
- Northwest Regional Laboratories
- Portland Trailblazers
- Individual motivational business leaders
- Military Testing Center
- Oregon Employment Office, Labor Statistics
- Oregon Department of Educations, Vocational Division
- Advocacy Press, Publishers

Funding for this project has been made available through proposals written by Boy Scouts of America to the Equity Specialist, Oregon Department of Education. Training is done jointly through Advocacy Press and Boy Scouts of America.

If you were to look at the material and progam parts with a "Scouting magnifying glass" you would quickly recognize the Scout Oath, leadership activities, values, goals and character development activities which build young peoples self-esteem. Students will feel empowered to take positive steps to be responsible for planning their own future. A majority of these young people have not had the opportunities to participate in these character building activities through the regular Cub Scout and Boy Scout programs, employers are looking for employees with these qualities. With this program happening during school hours, we will now be able to share some of these ideas with young people that have never had the opportunity to become involved in a character development organization.

PURPOSE OF EXPLORING PROGRAM*

Career Awareness Exploring is one of several programs of the Boy Scouts of America that provides character building, citizenship training, and physical fitness opportunities to America's youth. It is designed to give high school students an overview of a variety of careers, so they can make informed decisions about the future.

Career Awareness Exploring offers schools, businesses, industries, labor groups, professional organizations, government agencies, churches, and community organizations the opportunity to influence and inspire young adults.

Career Awareness Exploring utilizes the Explorer code:

> As an Explorer--
>
> I believe that America's strength lies in her trust in God and in the courage and strength of her people.
>
> I will, therefore, be faithful in my religious duties and will maintain a personal sense of honor in my own life.
>
> I will treasure my American heritage and will do all I can to preserve and enrich it.
>
> I will recognize the dignity and worth of my fellowmen and will use fair play and goodwill in dealing with them.
>
> I will acquire the Exploring attitude that seeks the truth in all things and adventure on the frontiers of our changing world.

*From the National BSA Career Awareness Exploring Guide.

ACCOMPLISHMENTS OF THE PROGRAM

The results of a career awareness program can not be concretely measured; however, the teachers saw very positive outcomes. Many students were able to find their own jobs after learning how to apply for a job, how to dress and conduct themselves in an interview, and how to interview.

Many students made personal contacts that will be invaluable in the future. Many speakers and consultants said, "Come see me when you're out of school. Maybe I can help you."

The students heard practical advice from business people about how to reach career goals, and they formed a reality base as they heard over and over that you don't walk out of the high school into the job of your dreams. Speakers told students how it had taken a lot of preparation and perseverance to reach their present employment level.

The Choices and Challenges speakers, especially, encouraged students to make sound decisions, and they explained how students' choices now will determine the quality of their lives.

Many people think that a student has already determined his path in life by the time he gets to high school. They think if a student is getting into trouble that he'll probably continue that way. But the story of one youth, in particular, illustrates how effective the "team" approach can be when concerned adults work together.

One junior-year student, (I'll call him Dan), was so motivated by a Cable Access presentation that he decided he wanted to produce films. His teacher brought in a schedule of free classes through Cable Access, and Dan attended several classes on Saturdays. Afterwards, he worked at the school filming some school events, and the football coach was so impressed with his work that he offered him a job filming the football games.

Although it's difficult to measure these types of results, the teachers can see a remarkable change in Dan. He's self-confident, he's trying to achieve academically for the first time in his life, and he has some very definite education and career goals.

As a freshman, Dan had many problems. He was involved with drugs and alcohol, he had minimal reading and writing skills, he hated school so he often skipped classes, and he was disruptive in the classroom when he was there. The teachers tried to help by talking to Dan about his drug and alcohol use, and they showed concern about his health.

In Dan's sophomore year, one of his teachers helped organize a traditional Exploring Post which met after school. The intent was to get the students off the street and involved in "fun" that wasn't centered around drugs and alcohol.

Dan joined the Exploring Post which was led by a young, local police officer. He enjoyed the cameraderie and the activities such as horseback riding, beach trips, and newspaper drives. His attitude became more positive and he stopped using chemicals. He also tried to get other students to stop using.

The "team" played a vital role in helping Dan to change. Even though he had to do the work, he had support which helped him to succeed. These events happened over the course of three years, and the following people were all directly or indirectly part of Dan's support system: several teachers, a community service group who donated money for Exploring dues, the BSA District Executive who helped to start the Exploring Post, the police officer who became the Post leader, the speaker from Cable Access, and the BSA In-School Exploring Executive. The change in Dan wouldn't have happened without everyone working together.

Usually, the changes in students aren't dramatic, but students show an increased interest in discussing occupational choices. They also show more initiative in getting a job.

Many of the students had never discussed possible careers with an adult. The time with the speakers gave them a chance to ask questions, and many students spoke one-on-one with the consultants after the group presentations were finished.

Other students had their illusions shattered when they were told that you can't get a good job that has a good future if you can't read, write, or do math. It impressed the students when that message came from the people who do the hiring.

In summary, the In-School Exploring program was a positive experience for students and teachers. The teachers were pleased about the benefits their students received through the program, and the students were anxious to hear each new speaker.

The following brief descriptions of the programs at David Douglas High School and Gresham High School will illustrate how the Columbia Pacific Council, Boy Scouts of America Career Awareness programs have been used successfully with high-risk students.

DAVID DOUGLAS HIGH SCHOOL

The In-School Exploring program for high-risk students is an integral part of three kinds of classes at David Douglas: Career Development, Industrial Arts, and Automotive Mechanics.

The two Career Development classes are taught by different teachers. Although the classes have the same name, they were not identical, because Class A was a pilot program for the Choices and Challenges* curriculum and materials, while Class B was an In-Class Explorer Post.

The Industrial Arts teacher used the Seminar Series with four classes which participated together in a large group. The Automotive Mechanics class had an In-Class Exploring Post**.

Career Development

Career Development is a two period per day (approximately 110 minutes) class which meets five times a week for sixteen weeks.

The purpose of the class is to explore career interests, to teach students how to apply for work, and to make them aware of what jobs are available.

Career Development-A

Career Development-A had ten students with a poor self-image who were reading at least three years below grade level. These students were discouraged with academic learning, but most of them had held part-time jobs. The remainder of the class of twenty-five seniors ranged from students with superior academic achievement to students with learning disabilities who found academic learning very difficult.

These programs were funded by a grant through the Carl Perkins Vocational Education Act. The grant proposal was written by the In-School Exploring Executive with the assistance of a grant consultant.

DAVID DOUGLAS HIGH SCHOOL

Some of the students knew what they wanted to do after high school, but many of them were unrealistic about the training required. The class had more boys than girls, but this was not planned.

As a group, the students in Class A had previously spent time on personality, apprenticeships, skills assessment, CIS Quest (University of Oregon), and entry level requirements for certain jobs.

The teacher in Class A taught each chapter in Choices and Challenges over a period of eight weeks. After each chapter had been covered in class, then the special speaker talked to the class and tied the topic to the real world. For example, chapter 9 asks young women to examine the possibility of working in a non-traditional career. Young men are asked to examine the benefits to themselves and to their future families when women pursue a career that can contribute toward support of the family. After discussing these questions in class, two speakers addressed the class. Both were IBM executives. The man had worked in many different jobs before beginning his career at IBM. The woman talked about being a typical high school student in her youth, and how she didn't ever think she would end up being a single parent, raising and supporting her children by herself.

Career Development-B

Class B with twenty-five seniors was a mixture of all types of students, from low achievers to high achievers. The class had several students who would be considered high-risk students.

At the beginning of the class, a representative of the Columbia Pacific Council talked with the students. Then the students elected officers, and the BSA representative conducted a leadership training session for the officers.

David Douglas High School and the BSA Columbia Pacific Council had already offered the Career Awareness Exploring programs to regular students for several years, especially in business classes.

DAVID DOUGLAS HIGH SCHOOL

The teacher, the consultants, and the students were actively involved in determining the direction of the class and the topics to be covered.

All students in the class wrote down their career interests. These topics were then narrowed down to twelve topics and given to the In-School Exploring Executive who matched the consultants to the students' interest list.

The formal development of the school-year program plan took place at a business breakfast meeting for the consultants, the class officers, and the teacher.

Each consultant was invited into the classroom for a particular date. Before the consultants visited the school, the officers called and reminded them of their speaking dates. They also arranged for any audio-visual equipment that the consultant requested.

When the consultant came to the class, he/she was introduced by the president of the Post. After the presentation, the student officers sent a thank-you note to the consultant.

Industrial Arts

The freshman Industrial Arts course runs all year long, but it consists of four different classes that last nine weeks each: metals, woods, electronics and drafting.

The teacher used the Seminar Series, and the speakers' presentations matched closely what the students were working on in class. For example, if the students were working in woodshop, then a speaker might be brought in to talk about carpentry or cabinet-making.

Speakers talked about the world of work, the type of training needed for specific jobs, and what the opportunities are in different fields. In most cases the speakers were very positive about their careers, but speakers sometimes told students that there are no openings in their field.

The teachers at David Douglas High and Gresham High have made a commitment to continue the Career Awareness programs for high-risk youth.

DAVID DOUGLAS HIGH SCHOOL

The teacher had four classes each day, with approximately 89 students altogether. All of these students were required to attend the large group presentation that was given for everyone. Students were exempted if the teacher from their regular class said they had to be present that day.

The class period of the presentations varied, so a student didn't miss the same class several times in succession.

AUTOMOTIVE MECHANICS

The Automotive Mechanics class is an advanced class which takes place during a two-hour block each day. The average enrollment was 25 students.

Many of the students would be considered "disadvantaged", and the teacher knew of one student who was learning disabled.

The Exploring Post was started by having a representative of the Columbia Pacific Council speak to the students. Then the students elected officers, and the BSA representative conducted a leadership training session for the officers.

The teacher, the consultants, and the students were actively involved in determining the direction of the class and the topics to be covered.

All students in the class wrote down their career interests. These topics were then narrowed down to twelve topics and given to the In-School Exploring Executive who matched the consultants to the students' interest list.

The formal development of the school-year program plan took place at a business breakfast meeting for the consultants, the class officers, and the teacher.

The business planning breakfast for the In-Class Exploring program is invaluable for helping the student to establish a "network" for the future.

DAVID DOUGLAS HIGH SCHOOL

Each consultant was invited into the classroom for a particular date. One speaker was the owner of a towing company. When he spoke to the class he talked about how students can get a job and what he looks for when he hires. He livened up the presentation by showing pictures of his race car and a film on drag racing.

The teacher introduced the speakers, because the students seemed unsure of themselves in this area. Each speaker usually stayed between 60 and 90 minutes.

The Career Awareness program in the Resource Center helps students to reach their vocational goals which must be on every Individualized Education Program (IEP).

GRESHAM HIGH SCHOOL

At Gresham High the Career Awareness program is offered in the Resource Center in two different classes: English and Personal Development. Two different teachers utilize the program with two separate groups of students. The program is designed for students who are classified as handicapped (learning disabled, emotionally disturbed, physically handicapped or hearing impaired) and to students who are in the drug and alcohol support groups. All the students in the Resource Center are handicapped, and in addition many of them have had problems with alcohol or drugs. Several of them are in danger of dropping out of school.

Both teachers used the Self-Image Character Development Series, but one of the programs was a pilot program for the Choices and Challenges curriculum.

ENGLISH

The English teacher used the Self-Image Character Development Seminar Series in freshmen and sophomore classes. The objective was to increase the students' self-esteem, to help them form realistic career goals, and to show them what employers want in their employees.

Based upon the stated interests of the students, the teacher decided which career fields to target. Those choices were then given to the In-School Exploring Executive who scheduled the speakers for the class.

The speakers made phone contact with the teacher several days before they were scheduled to speak. At that time the speakers learned what type of students they would be talking to and what techniques might work best in their presentation.

The presentations were given alternately in Period 2 or Period 3, so students wouldn't have to leave the same class each time.

All the Resource Center students and the Drug and Alcohol Support Group students could sign up for

The Choices and Challenges curriculum is appreciated by teachers, because it helps teach students that they must be responsible for themselves. Gresham teachers would like every freshman student to be exposed to it.

GRESHAM HIGH SCHOOL

the presentations. Students were encouraged to sign up only if they had a genuine interest in the career field. Usually about thirty students signed up for each presentation.

Speakers were encouraged to give presentations that utilized the visual mode as well as the auditory mode. Some presenters brought in video tapes and articles to pass around the room.

PERSONAL DEVELOPMENT

In addition to physical or learning handicaps, each student in the Personal Development class was socially deficient. For example, the student might not get along with classmates or teachers, or he/she might have acting out problems in the classroom.

The class had 10 students who were freshmen and sophomores.

The teacher covered the Choices and Challenges curriculum in one nine-week quarter. Each chapter was taught using a combination of group work, individual work, and supplementary materials. After the class had finished with each chapter, then the special speaker would address the class.

These kinds of students often aspire to unrealistic career goals, so it is necessary to bring in experts that they will listen to. Also, they often think that the teacher is misinformed about educational requirements for specific careers.

DEVELOPING A PROGRAM IN YOUR AREA

1. How Do I Get Started?

This is where your networking pays off, because you need to start with someone you know who understands today's youth and their problems. That might be a teacher, a principal, a school superintentent, or the husband or wife of the school superintendent. Give your contact a call and set up a breakfast or dinner meeting. Explain what you would like to see happen in your local schools. Talk about the benefits of a cooperative agreement between business, industry, community-based organizations, and your schools. Discuss what this type of program can do for the students, for the teachers, and for the businesses.*

Be enthusiastic and dream a little. Everything you hope for might not be accomplished in the first couple of years, but the Boy Scout staff person is the catalyst that puts things in motion.

Listen to your contact's ideas. You'll probably be able to find out what kind of students could benefit from the program and where to find them.

If your first meeting wasn't with a teacher, now it's time to locate a teacher who works with students who need your program. Sit down and talk with the teacher. You'll learn what kind of a program would suit their needs and how many students would be involved. You'll need all this information for your next meeting.

If the teacher seems enthusiastic about developing a program, have the teacher set up a meeting with the principal for the three of you. At this time, take in a sample plan for the school based on the information gleaned from previous meetings. This plan should include the cost of the program.

Funding also needs to be discussed at this point, although you may want to schedule another meeting for that topic if the principal is hearing about the program for the first time. If the school administrator wants the program, but no district monies are available, then discuss the possiblility of writing a grant** or seeking funding within the business community.

*See Appendix A, p.6, for Benefits.
**See Appendix F, p.1, for information on the Carl Perkins Vocational Education Act.

TIPS FOR A SUCCESSFUL PROGRAM

Teachers had several tips for those who are implementing the program for the first time:

1. Keep the group size to 35 or less, so discipline is not a problem. Also, students feel more free to ask questions in a smaller group.

2. Meet in a regular classroom rather than a cafeteria or auditorium.

3. Brief speakers about what kind of students they'll be working with. If you have an unusual student, it's best to clue them in ahead of time.

4. Urge speakers and consultants to use as many visual aids as possible. Most high-risk students are visual learners, so they get bored easily when the presentation is all listening on their part.

5. Prepare the students ahead of time for good listening. High-risk students need to have good listening and poor listening modeled for them. They may think they are being good listeners even when they're looking out the window or sitting with their feet up on the desk.

6. Caution the speaker about leaving too much time open for questions, especially in a freshmen class. Freshmen don't know enough to ask a lot of intelligent questions. Juniors and seniors will usually have plenty of good questions, because they're really starting to think about specific jobs and the kind of training that they need.

7. Bring in the kind of speakers who can relate to high-risk students. Some people are frightened by these students, so be aware of that.

8. Contact the speakers several days before they are scheduled to speak. That way you won't have scheduling problem because of people not showing up on the right day or at the right time.

9. Keep teachers informed of where their students are if you need to pull students out of other classes. Let the teacher veto going to the presentation if the student is flunking the class he or she would miss.

10. Stay in close contact with the In-School Exploring Executive. He/she needs to know who did a good job and who did a poor job.

11. Get the funding stabilized before school starts, so you have enough time to develop a quality program.

If agreements are made at this meeting, or at any other time, for you to proceed with setting up the program, get it in writing. A written statement can avert many misunderstandings that could possibly occur.

2. What Kinds of Students Would Benefit From This Program?

This is where your good listening pays off. If you've been talking with a teacher or principal you'll have a pretty good idea of what kinds of problems the school is dealing with. Some of the problems might be: drug and alcohol use, a heavy percentage of dropouts in 9th grade, graduating seniors with no plans for the future, bright students dropping out, or large numbers of students who feel defeated by the traditional school system. These days, most urban schools have all of these problems plus several more. Talk to any dedicated educator or social service worker in the schools, and you'll probably hear about more problems than you thought could exist under one roof. All these groups of students are high-risk, and they can all benefit from what you have to offer.

3. Who Can Make the Program Work in the School?

Your mission is to find the teacher or group of teachers in the school who goes to bat for the high-risk student. This is the kind of teacher who is enthusiastic about working with these difficult students. Sometimes these teachers can be found working with handicapped students or with drug and alcohol involved students. If you know a counselor or parents in the district, they can help you pinpoint dedicated teachers. Even students can tell you which teachers like the students and have high expectations for them. Stay clear of teachers who don't expect achievement from students just because they are disadvantaged or handicapped. In your networking, keep your ears open when you're out in the community, and you'll hear about good teachers and administrators.

4. Can Teachers Work With People From Business and Industry?*

Yes, they can and very successfully. However, that doesn't mean that they automatically know what goes on in the business world, or how important time is to the entrepreneur. Teachers need a brief training session to acclimate them to the thinking of the business world. Many teachers have never worked in business, and they have no idea what kinds of demands are made on business people. They may have worked at odd jobs to put themselves through school, but most teachers have never worked in a corporate structure or owned their own business. They need to know why business and industry has a stake in what happens in their classroom. For many years outsiders were not welcome in many schools. Now, most schools recognize the value of cooperative agreements with other segments of the community.

Teachers should also understand that the speakers are a supplemental resource. The teacher should always remain in the room for two reasons: 1.) To maintain an orderly environment, and 2.) To hear what the speaker says, so a follow-up discussion can be conducted the next day. This is a painless way for teachers to get up-to-the-minute information on what's happening outside the classroom.

5. Which School Should I Target First?

Look for schools that are trying to help the high-risk students overcome their problems. Sometimes you can pick this up through newspaper articles or by attending civic meetings. If a school has a high percentage of minority students, they may be looking for community resources to help them relate to these students and to help them make education relevant. Also, some principals are more open to innovative programs than others.

6. Who Should be on the Advisory Board?

If you already have a good advisory board for Career Exploring, you can use the same board. You may want to add a couple of members who are concerned with high-risk students, if you don't already have board members with that special interest.

If you're starting from scratch in forming an advisory board, be sure to get your fair share of people who are the movers and shakers in your area. These are the people whose names you hear connected with finance, politics or business.* They're the people who are successful, influential, and can get things done. Be sure you have enough people who are also concerned about the high-risk students and want to help them. Business people or politicians who started out poor or had other problems, are often very empathetic toward students with problems.

7. Where Do I Find Speakers for the Program?

Speakers can be found anywhere you do business or where you socialize with people. In the sales world it's called "prospecting". Keep your eyes open for "people persons" wherever you go. These are the type of people who enjoy talking with other people, and they exude a special energy and warmth when you talk with them. If they make you feel good when you deal with them, the students will probably like them too.

Some places where you might find people: civic meetings, political functions, social functions and in the course of doing your own personal business. For example, the friendly neighborhood policemen might be the perfect person to talk to students about law enforcement careers. The owner of the service station where you've been going for years might also enjoy telling students about how he got his start. Once the word gets out about your programs and how they're helping students, you'll have people calling you and volunteering their services. However, it will probably take two or three years to get to that point.

8. What Kind of Support do the Schools Need From BSA staff?

It is important that the staff person be able to match the speakers with the right group of students. Don't put a speaker in a classroom where none of the students can possibly relate to his background. Do send a speaker who can relate and empathize with the kind of students in the program. Be sensitive to the fact that many of these high-risk students do not have good role models at home. Also, a higher percentage of high-risk students are boys.

After speakers are scheduled, send letters of confirmation to the speaker and to the teacher. If there are any misunderstandings, they will be cleared up before the day of the presentation.

The schools rely on the program to run smoothly. Teachers don't have time to make phone calls, to write letters or to make the contacts in the business world, so they count on the staff person for all these things.

It is important that speakers are punctual and reliable, because everything they do will be scrutinized by the students. If a speaker doesn't make it to the class, it simply reinforces the feeling that many students have of not being able to trust adults or to count on them.

9. How do You Maintain Good Public Relations?*

This isn't as hard as it might seem at first. Most people who participate in the program will find it intrinsically rewarding, because they are helping students. This is the major reward, but they still have to be recognized for their efforts. Send thank-you letters to all speakers at the end of the year. Also, don't forget to send a letter to the school board, telling them about the successful program conducted during the year.

The Columbia Pacific Council has a year-end social function which brings together all the educators and all the community resource speakers. Special awards are presented at this time.*

10. Will the Speakers Work Cooperatively With the School?**

Probably, but you need to lay the groundwork for their integration into the school system. Many adults haven't been in a high school since they graduated. Walking into a classroom full of high-risk students could possibly be a shocking experience to many people.

A short orientation for all community resource people would help them feel much more at ease in the school setting. Some speakers might not understand that a teacher probably doesn't have time to talk with them one-on-one after the presentation or to take them for coffee or lunch. Just hearing the warning bells in the hallway can be a jarring experience after being away for many years.

A discussion on discipline problems is in order. If a student is acting out, he or she may have to be removed. The speaker needs to carry on as though nothing has happened after the teacher removes the student. Speakers need to understand that the student is not directing the misbehavior or hostility toward them on a personal level. High-risk students are dealing with all sorts of problems, and that's why they're high-risk. Many of their problems would be difficult even for adults to deal with.

A teacher may be willing to help with the orientation and to do some role-playing of how the students act. This can provide levity as well as reality. Make the orientation fun, so people will go out and talk about it. Other people will automatically want to know what it was and why they did it. This is a good way to pick up new speakers.

11. What About Evaluation and Monitoring?

It is important to talk with each speaker and the classroom teacher after each presentation. You'll find out if you matched up the speaker with the right group of students. The information will be valuable when you set up programs next year. It's also important to have written evaluations* for documentation purposes.

TO BSA COUNCILS: HIRING A CAREER AWARENESS EXECUTIVE

Now that you know what the job is, you're probably wondering how you're going to find a staff person who can do all these things successfully. Here's what to look for:

1. A Scouting Background. The person may have been involved with Scouting in several different areas, but he/she must have specific experience with the Exploring program.

2. A Genuine Interest in Teenagers. The person must have a special feeling for all students, whether they are star athletes or potential dropouts.

3. An Education Background. This doesn't mean just a teacher or a principal. The person may have worked as an aide, tutor, secretary, coach or volunteer. The ideal person would be someone with a work-experience coordinator background.* The important element is that he/she understands students, teachers, and how schools operate. It's also helpful, but not essential, to understand the budget process and timelines in school districts.

4. A Helping Personality. This is a positive person who always has ideas when there's a problem to solve. He/she might offer the name of someone who can help you or offer the name of a book to read, etc.. Think of this person as a resource person or a people broker. The person has a good memory for names and faces, has an outgoing personality, and can make you feel at ease.

If you could hear a tape in the back of his/her mind when meeting a new person, it would go something like this:

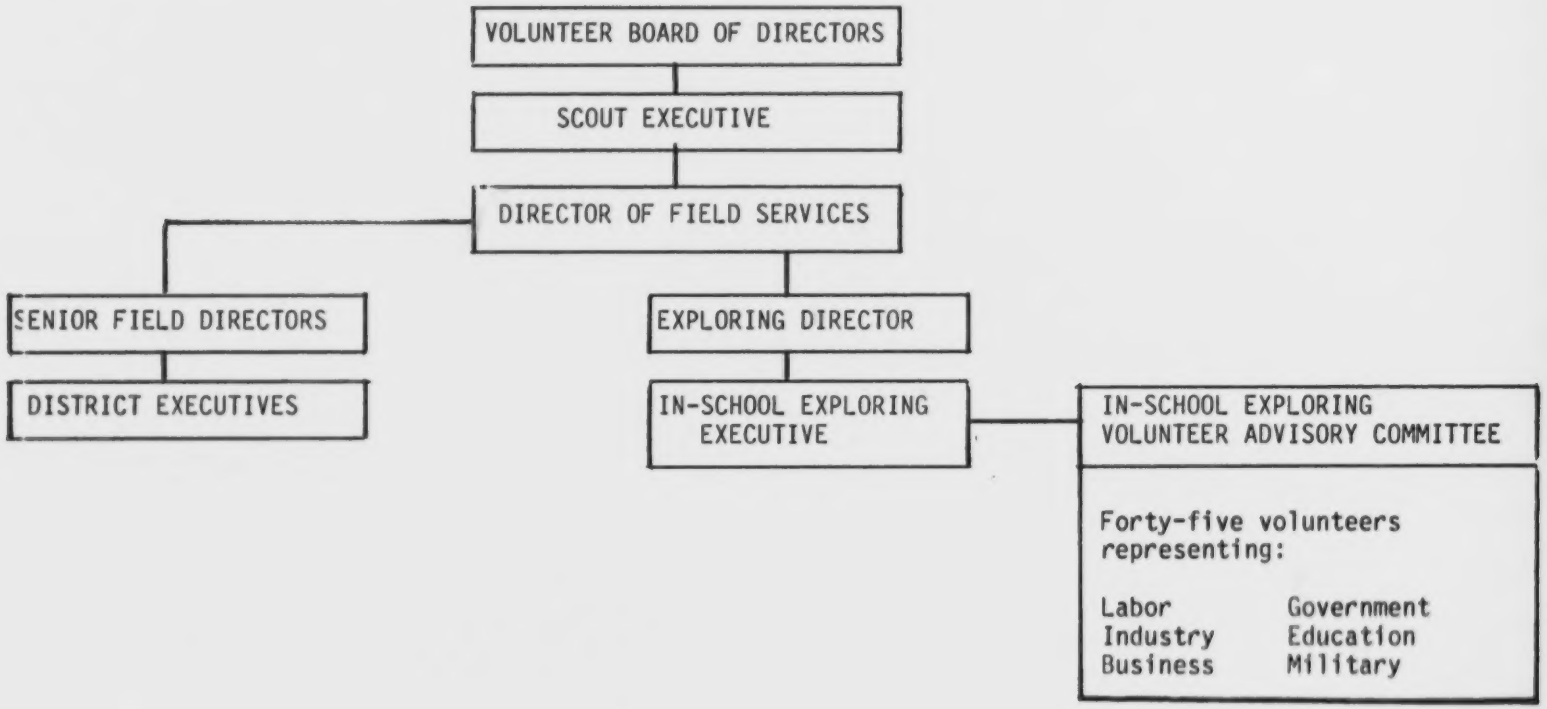
a. This is an interesting person.
b. Do I know anyone this person would benefit from knowing, or do we have common acquaintances?
c. I bet this personality would fit right in with Lynda's class at Gresham High.
d. I'll make a note to get together for lunch.

I think you're beginning to get the idea.

You're not looking for someone who has a lot of technical knowledge in any given field, but the person must be a people person who enjoys working with new people every day. If you know someone who is an action person, seems to know everyone, and is always putting people in touch with other people, that's the person you want.

ORGANIZATIONAL CHART

COLUMBIA PACIFIC COUNCIL, BOY SCOUTS OF AMERICA

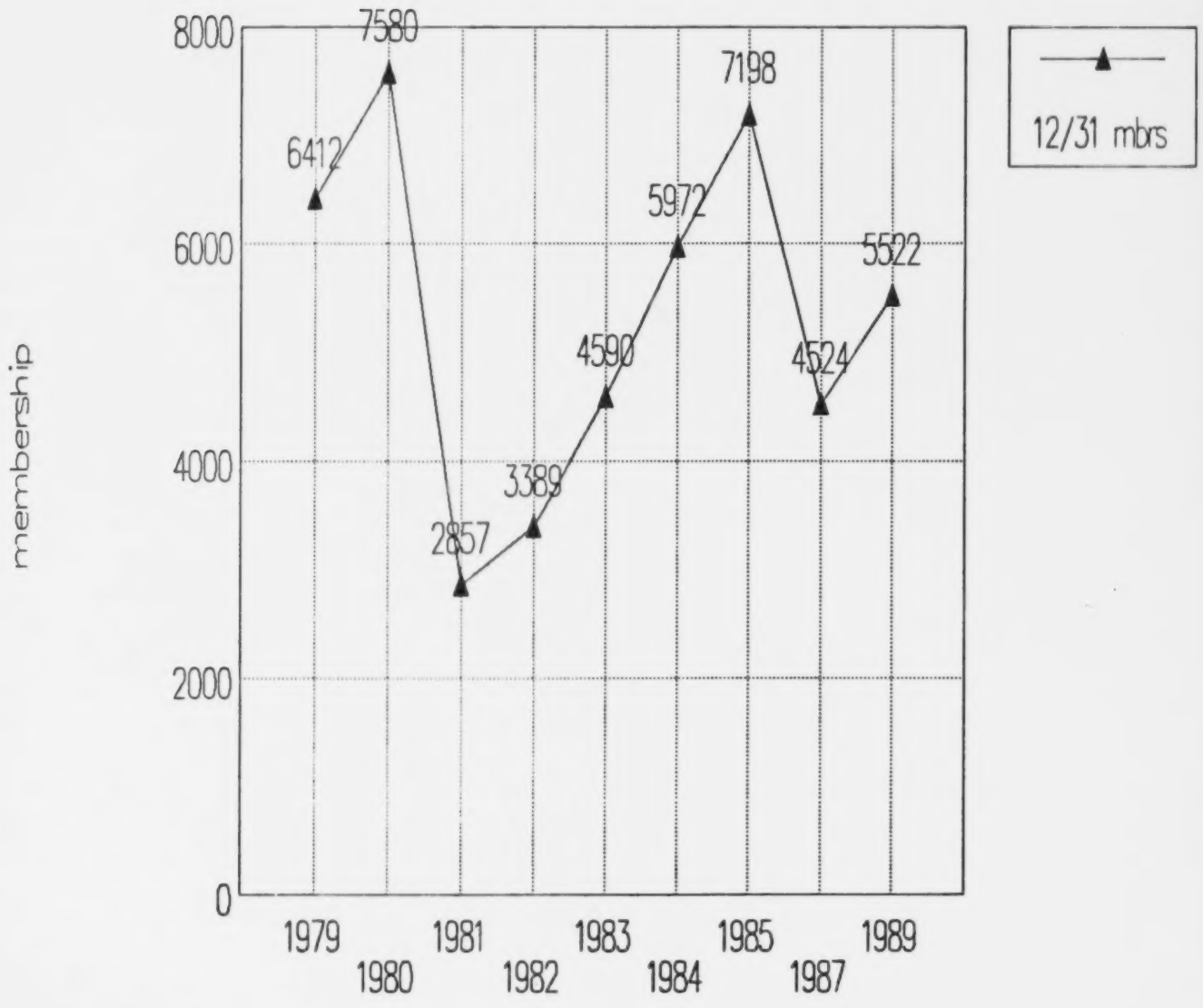


DEFINITION OF HIGH RISK YOUTH

The term "high-risk" applies to many different kinds of students who might come from any socio-economic level, ethnic group, or age group; however, they usually exhibit one or more of the following characteristics:

1. Earning poor grades in school
2. Running away from home
3. Acting bored or apathetic
4. Skipping school
5. Talking very little - acting withdrawn
6. Ignoring peer group activities
7. Smoking cigarettes, drinking alcohol, or using drugs
8. Experiencing sleep disorders
9. Engaging in unacceptable activities, such as: lying, stealing, or vandalizing
10. Experiencing eating disorders
11. Exhibiting aggressive or acting-out behavior in school or at home
12. Being victims of verbal, sexual, or physical abuse
13. Recovering slowly after a loss (for example, parents' divorce, death of someone close, or a breakup with a boyfriend or girlfriend)
14. Growing up in a family which is economically at the poverty level

In-School Exploring Membership 1979-89



BENEFITS OF A CAREER AWARENESS PROGRAM

BSA Career Awareness programs have a positive impact on youth, private industry, schools, and the community:

YOUTH achieve early awareness of a variety of careers, their suitability to certain careers, a heightened self-confidence in job selection, and exposure to work-world expectations, attitudes, and behaviors.

PRIVATE INDUSTRY benefits from a better prepared, more knowledgeable, and more responsible labor force which is more appreciative of the vital role that private industry plays in the economics of this country.

SCHOOLS gain up-to-date information about expectations of private industry and business for students who will soon be a part of the work force.

SCHOOLS also gain a group of patrons who are more knowledgeable about the needs of today's schools.

THE COMMUNITY benefits from a youth population which is more employable and is less of a financial liability to its social organizations.

COLUMBIA PACIFIC COUNCIL BOY SCOUTS OF AMERICA

IN-SCHOOL EXPLORING PROGRAMS FOR YOUTH-AT-RISK

This list represents school-based co-educational programs for 1,605 Youth-at-Risk in six of the thirteen high schools served by the Columbia Pacific Council, Boy Scouts of America, In-School Exploring Program.

SANDY HIGH SCHOOL

Student Profile: Sandy High School student population totals 1,100 students. Fifty percent are youth at risk. High Risk - Low Income.

Students Served: 950 youth
600 Junior & Senior Class Career Day
300 Freshmen - Self Image Series Day
50 Seniors (2 classes; In-Class Exploring, Marketing)

Junior and Senior Career Day featured 59 career choices for 600 students. Ninety-five members of the business community were scheduled into Sandy High School during the first three hours of the day on December 3, 1985. The Vocational Director selected the number of occupational areas to make available to the students.

Self Image Series was delivered to the Freshman Class of 300 students. Because of significant community youth problems, the city council in Sandy meets with their Oregon Legislative Representatives regularly to design solutions for community youth situations. The freshman Self Image Series, over the past two years, is an attempt to impact the high school dropout problem and address other community concerns.

In-Class Exploring - 2 Marketing Classes - 50 students
Youth-at-Risk students were placed in these two classes to provide increased motivation and support to continue their high school education. It was an attempt by Sandy faculty to expose the students to a high interest area, provide current career information in a small group setting, and meet business leaders as strong, positive role models.

GRESHAM HIGH SCHOOL

Student Profile: Disabled, emotionally handicapped, severly emotionally disabled, pre-delinquent youth 9th to the 12th grade.

Students Served: 75 youth

Even though the students' grade levels are 9th to 12th grade, their academic levels are 9th grade and below. A combination Self Image/Career Series was developed to meet the needs of this group by the Gresham High School Special Education Staff and In-School Exploring staff. The goal was to offer students a "window into the world of work" by showing realistic entry level jobs. Several students, through their increased confidence and awareness of entry-level positions, obtained summertime employment. Based on available funds, we will returning for a second year.

Page 2 - In-School Exploring Youth-at-Risk Programs (Con't)

PAN TERRA ALTERNATIVE SCHOOL

Student Profile: 100% of the students are Youth-at-Risk. The enrollement represents a small percentage of the dropouts from three Vancouver School District high schools. Estimates are as high as 2,000 street youth in 95% at Pan Terra are chemically dependent. The open-ended, open-exit attendance policy allows students who have exhibited marked behavioral improvement and corrected drug dependency to move back into the regular school system.

Students Served: 95 youth

The goal was to cooperatively develop a program showing students community leaders who had experienced adversity in their lives, worked through their problems, and achieved personal and professional success. School administration and staff designed a combination of self-image/career awareness series including emphasis on crafts and cultural arts presentations as well as industrial tours. We will be returning to Pan Terra School for our third year.

VOCATIONAL OPTIONS SCHOOL

Student Profile: This school is the alternative school in Oregon City serving Youth-at-Risk students from three local high schools. A high percentage of the students have already entered the juvenile justice system.

Students Served: 60 youth

The students attend school a half day and work a half day. The schools open-entry, open-exit attendance policy allows students to gain their GED, to work, or to move back into the regular high school system. All student slots are funded with JTPA funds. The School Director requested that outside presentations in specific occupational areas show students entry level career choices and "Earn while you Learn" opportunities. With funds available, we will be doing a program for them again this year.

ROOSEVELT HIGH SCHOOL

Student Profile: Roosevelt's minority population is about 26%. In addition, 60% are high-risk, low-income students from single parent families.

Students Served: 400 youth (200 Freshmen - 200 Sophomores)

Identified school needs were met by developing a self-image series for targeted youth. The staff at this school use a self-image series as part of their KEEP program designed to reduce the high dropout rate of their 9th graders. Boy Scouts of America was approached to develop the self-image program which has since been replicated at other schools. The principal set specific goals and objectives which were met through presentations from prominent members of the community.

A second program consisting of 12 career options was developed for Roosevelt's 200 Sophomores. Students signed up for four career choices, received biographical information on the presentors they selected, and following each presentation, identified newly learned information. We will be serving this same population at Roosevelt for the fourth year.

FOREST GROVE HIGH SCHOOL & BANKS HIGH SCHOOL SUMMER PROGRAMS

Student Profile: 100% of the students in these two programs were certified Youth-at-Risk. These two programs were JTPA funded and students were paid a daily salary for attendance.

Students Served: 25 Students from Banks High School
25 Students from Forest Grove High School

Critical planning for these two schools was with the Vice Principal of Banks High School and the Curriculum Director of Forest Grove High School to develop a two week summer program for Youth-at-Risk at their respective high schools. Their goal was to introduce 25 students from each high school to basic skill areas and some occupational choices they may enter without a college degree. For two weeks, students spent three hours each day as follows: 1 hour of keyboarding, 1 hour of electronic calculator, and 1 hour of basic English skills.

In-School Exploring provided afternoon sesssions with community leaders regarding entry level careers for high school graduates and those with a GED. In addition, field trips were scheduled. The students learned about ten entry-level careers they could individually pursue.

These schools have been doing this program for high-risk youth for several years. However, this is the first time In-School Exploring was used to involve community people in industry and field trips. School personnel noted that for the first time, students completed the two week program very excited and motivated to find summer work.

School administrators have reserved our time for implementation of this program again next summer.

TA/ms

OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310 PHONE (503) 378 3569

October 29, 1984

Teena Ainslie, Coordinator
In-School Exploring
2145 SW Front Avenue
Portland, OR 97201

Dear Teena:

This letter is a followup to our telephone conversations about the In-Class Exploring Program offered through the Boy Scouts of America.

As I indicated over the telephone, I certainly support the ideas and principles of the program. Our society has changed dramatically in recent years. These changes made the need for new ways for young people to learn about careers a must. Your program provides and enhances opportunities for young people to begin serious thinking about options open to them. I personally would endorse the idea of utilizing the In-Class Exploring Program in connection with the career development needs of our 7th through 10th grade students.

One of our major efforts during the next several years will be to encourage schools to coordinate activities with business, industry, labor and community-based organizations or agencies. We think close planning and collaboration is essential if we are to provide vocational education to our citizens. The applications of high technology, new and emerging jobs, and changing job requirements all point to the need to make many options available to students--young and old alike. Another major effort will be to enhance the delivery of career and vocational education through the development of alternative approaches. We are asking schools to come up with creative ways to meet the needs of business and industry as well as students.

I believe your program can be a viable alternative to helping schools provide needed education programs and would therefore endorse your efforts.

In career exploration, the program might be an alternative; in vocational education, the program might be a component of an existing program or a total alternative if the job and knowledge program outcomes were sufficient to provide entry-level employment in pre-identified jobs.

I certainly want to go on record as being in support of what your program is trying to do and would encourage it as a viable alternative or complement to some of our in-school programs.

Cordially,

Monty Multanen
Associate Superintendent
Division of Vocational Education

VANCOUVER PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 37 - Clark County
605 North Devine Road
Vancouver, Washington 98661-6996
Phone: (206) 696-7000
An Equal Opportunity District

Designated a National Lighthouse District by the United States Department of Education February 15, 1983 (HOSTS Reading and Math)

September, 1984

To Whom It May Concern:

I would like to share with you my support of the Columbia Pacific Council, Boy Scouts of America, "In-Class Exploring" coed program. It is a true opportunity for high schools, teachers and students, to benefit from a formal relationship with community resources in the classroom, and to establish an enriched career education environment.

For the past several years, Exploring has offered 9th - 12th grade students meaningful, career education experiences and student leadership opportunities through extracurricular activities. These programs center around voluntary community sponsors who provide dynamic, career-oriented sessions. With the advent of "In-Class Exploring" this concept becomes a reality for every high school.

Community personnel and resources become integrated within a given class and its curriculum, allowing all students the benefit of a unique enrichment program. Through class consultants and BSA professional staff, the instructor is able to create increased student awareness and enthusiasm for academic learning and enhanced enrollment.

"In-Class Exploring" should be considered a viable alternative to assist students in meeting their career development needs.

I highly recommend consideration of the merits of "In-Class Exploring" for use by your school and instructors.

Sincerely,

James F. Parsley, Ph.D.
Superintendent

11

IN-SCHOOL EXPLORING

"WHAT IN-SCHOOL EXPLORING HAS DONE FOR ME" by Mary Smith,Bus.Ed.Chrmn.,David Douglas H.S.

Three areas that the Boy Scouts of America's In-School Exploring has helped me:

First of all, it helps in providing educators assistance in the classroom. It is a big boon today for vocational educators like myself who are required to have state advisory committees to work with, to have an organization like the Boy Scouts come in and say "we have a bank of 2500 local business leaders who would like to help you, and then produce the local business leaders and then have those business leaders enthusiastic about really coming in and doing something, and that's what's happened every year. There hasn't been a person on my advisory committee that has not been active. And I certainly appreciate that as a teacher. It is very hard to get a lot of support outside the school day. In addition, as an educator, the way our program is set up with In-Class Exploring, is that the students run the program. And when the students run the program, guess what that does for the teacher? Finally, we're off our soap box and the students are going "we can do this," because everything in the program is set up for the student be able to do it. And it's wonderful to see them take it and run. And of course, the advisor role is still there, but it puts the leadership right in the hands of the people who will gain the most from it, and that's the student. That's what we all need to hear and that's what everybody in this room is interested in doing. And the program follows that beautifully and it's set up perfectly for that.

The second place other than helping the educators like myself, is that it helps the students gain self-worth immediately, because the student has the vested interest in running the organization. The students in my classes will vote as to whether they would like the experience first or not, because it's stated from the very beginning that the will take the responsibility and the challenges as well as the rewards from running the group. When the students take on that responsibility, their self-worth goes straight up. Many times students get the responsibility of going to school, but we talk too much to them instead of letting them run with it. The reason I love to teach high school is because those little critters are really capable of doing anything you put before them if it's presented right. It's kind of like feeding spinach or feeding dessert--which one would you like? This program is definitely dessert-oriented, and the students love it... their self-worth goes straight up--it is so unnerving to those students to appear before adults on an individual basis and approach them on the telephone or even to write a letter. They are not confident in doing that. But once they work into it, then they're excited and they're confident. Those people are the ones that all of a sudden begin to believe that they will be able to become successful adults. Many of them don't have that experience before this time.

Something that I have always taught for is to have a student go out of the school wanting and being capable of going into the job market and fitting in nicely. My philosophy is, that we spend a majority of our life at work, and we better like what we do or our life will be lacking in a major area. And, with this program, students have the opportunity for probably the first time in many of their lives to actually see what it is in the legal field...what it is in the travel field...what it is in whatever field they have chosen themselves to explore. And then they have a person coming in who says to them: "ask me the questions, because I'll tell you no lies." And they'll ask the questions, specially, if they think about it beforehand which is part of the program. It gives them a vision of reality for themselves. Many of them do not come from families where the mother and the father have instilled a vision for them of the future of success. Many families can't because they're living under circumstances which economically or psychologically might not be positive. But those students still need it and this is a

place where all of a sudden a student who doesn't have those opportunities at home can all of a sudden see a person who said (like one of my speakers last week who said she came from a small school in Idaho...she was voted least likely to succeed in the class because she is so quiet)--she sat and spoke with our class in a quiet voice and we know that that woman is very successful in her field. Then she expanded later--she obviously went back to her legal firm and came back with a phone offer for a student to work in her law firm on an as needed basis. And I have eager students to fill that position. This is great for those students because all of a sudden from her visit, somebody feels they might be able to enter a piece of that legal profession. It happened with a travel agency this week--so the vision this program gives is very important to the student.

Our speakers also give our students a realistic attitude toward life and they will tell the students that they have had pitfalls--it's not realistic for us to tell our students that we have been set up to be successful from the very beginning, that we never suffered a major setback in our lives. And one thing that is encouraged from my point of view is what do I do besides this? How do I round out my life? How do I fill it with other things. Our legal person last week told us how she is on Rape Intervention for the City of Portland, and what that involves and how she spends her time doing that. Students learn more than just job from them.

The third place In-School Exploring is helping us in general in this group is that employers are going to get better employees. They are going to get people who are eager to enter that job-related field with some knowledge about that field. They're going to be more realistic employees because they have already looked and heard and socialized with people in that field. These students will be more humble going into that field because they will have a more realistic level of expectations and what I see is that they are enthusiasm-created. If you have enthusiastic labor in whatever field you're in, you're going to have better productivity. At least, that's what my feeling is. People will be able to give more of themselves, and that the corporate profits, and the effectiveness of businesses have to succeed more at that point.

So, the three prongs which all benefit from the In-School Exploring program are the educators, the students, and the businesses. And what we have is something that will affect our dropout rates, which will really concern us on a national level now--will affect crime rates--every one of our national concerns in life and it starts with something like this.

NOTE: This is a teacher's unedited testimony to her success in using this program.

KSU
KANSAS STATE UNIVERSITY

Counselor Education and Educational Psychology

College of Education
Bluemont Hall
Manhattan, Kansas 66506
913-532-5541

August 25, 1989

Ms. Teena Ainslie
In-School Exploring
2145 S.W. Front Avenue
Portland, OR 97201

Dear Teena:

Thanks for your letter of August 17 and all of its enclosures. I'm delighted to learn that you are willing for our network members to contact you for further information. I'll be sure to warn them, as you suggest, that you may not be able to get things to them soon. With materials and ideas as good as yours, I'm sure they won't mind waiting!

It's clear from the materials enclosed with your letter that your implementation efforts are working very well. The model you have established involving the In-School Exploring program of BSA and Sex Equity Coordinators in state departments of education along with technical assistance from Advocacy Press is one that could easily be applied nationwide. I certainly want to do all that I can to see that this happens.

Best wishes as you continue your exemplary efforts. You deserve thanks and congratulations from all of us!

Sincerely,

Kenneth B. Hoyt, Ph.D.
University Distinguished Professor

cc: Ann Pestel
Penny Paine

KSU
KANSAS STATE UNIVERSITY

Counselor Education and Educational Psychology

College of Education
Bluemont Hall
Manhattan, Kansas 66506
913-532-5541

June 16, 1989

Ms. Teena Ainslie, Coordinator
In-School Exploring
2145 S.W. Front Avenue
Portland, OR 97201

Dear Teena:

WOW! What a goldmine of materials you sent! Thank you very much. I took the whole package home with me so I could study these materials without interruption for a few hours. Having done so, this note must now be written.

I like very much the ways in which you are integrating the Choices and Challenges Curriculum into your total BSA Exploring Program. I have never seen it done in this way before. I'm sure it must have been something like this that Penny Paine had in mind when she met with the Career Awareness Exploring Advisory Council in Dallas a few years ago. However, I doubt that even Penny envisioned, at that time, what a truly dedicated Exploring executive such as yourself would do with the "Choices and Challenges" package.

Obviously, I want to tell our network members about your program. If I do so, many will probably write to you asking for information. Is this O.K. with you? Let me know!

Incidentally, I also liked very much the perspective you provided educators with respect to their share of the costs of the Career Awareness Exploring program. You made it clear that it is a real bargain for both the school and the students.

Best wishes as you continue your exemplary efforts. I'm sure that Ann Pestel must share my view that you have implemented the kind of effort that persons in positions similar to yours could and should also do in their communities.

Sincerely,

Kenneth B. Hoyt, Ph.D.
University Distinguished Professor

cc: Penny Paine
Ann Pestel

P.S. Hope our paths cross again . . I surely wish for it to just happen!!

ERIC

Clearinghouse on Adult, Career,
and Vocational Education

1900 Kenny Road
Columbus, Ohio 43210-1090

Phone: (614) 292-4353
(800) 848-4815

October 19, 1989

Teena Ainslie
Director, In-School Exploring
2145 S.W. Front Avenue
Portland, OR 97201

Dear Sir/Madam:

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) would like to review the following material for possible inclusion in the ERIC system:

In-School Exploring Program of the Boy Scouts of America

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We appreciate your consideration of this request and look forward to hearing from you. Questions may be addressed to me at (800) 848-4815 (outside Ohio and within the continental United States) or at (614) 292-4353.

Sincerely,

Steven D. Chambers

Steven D. Chambers
Acquisitions Coordinator

SDC:jm

Enclosures

Division of
Youth Services

WICHITA
PUBLIC SCHOOLS

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OCT 23 1989

October 20, 1989

Ms. Teena Ainslie, Director
In-School Exploring
2145 S.W. Front Avenue
Portland, OR 97201

Dear Teena,

I am attempting to establish a career education program here in the Wichita Public Schools. I have a special interest in developing resources for our middle school students.

I would greatly appreciate information, newsletters, etc. that will assist me in this endeavor. Thank you in advance for the help.

Sincerely,

Jim Wineinger,
Supervisor
Career Education

JW/dw

Administrative Center • 217 North Water • Wichita, Kansas 67202

Teena Ainslie
Boy Scouts of America
2145 SW Front Avenue
Portland, OR 97201

STATE ADVISORY COUNCIL FOR
CAREER AND VOCATIONAL EDUCATION
715 SUMMER STREET NE · SALEM 97310 · (503)378-5932

October 4, 1988

Doug Smith
Don Chilcote
Teena Ainslie
Richard Small, Advisory Chairman
Boy Scouts of America
2145 SW Front Avenue
Portland, OR 97201

CONGRATULATIONS

BOY SCOUTS OF AMERICA - IN-SCHOOL EXPLORING

on being selected to receive a STATEWIDE CONFERENCE AWARD for outstanding business-education partnerships in Oregon for 1988.

You will be presented your award at lunch Friday, October 14. You may be contacted by Dan Grimes to be a presenter and/or provide a display in the Resource Fair Room. A reduced conference fee of $25 will be charged presenters and award recipients not participating in the entire conference. If you have any questions, please call Dan Grimes at (503) 591-4204.

You are encouraged to attend the First Annual Statewide Business/Education Partnership Conference in Oregon *Building Bridges — Making Connections* scheduled for October 13 and 14, 1988, at the Greenwood Inn, Beaverton. The enclosed brochure provides more detail.

Business-education partnerships are enhancing student success and improving the quality of Oregon's future. Oregon congratulates you for being a winning partner.

Alden H. Knapp

Alden H. Knapp, SACCVE
For the Conference Planning Committee

Partners:

Allan Thede, Superintendent, Multnomah ESD
Matthew Prophet, Superintendent, Portland Public Schools
Lee Christiansen, Superintendent, Washington ESD
Russel Klein, Superintendent, Clackamas ESD

Educator emphazises teaching students morality, responsibility

By WILDA WAHPEPAH
of The Oregonian staff

What's wrong with education in the United States? Nothing, John Silber says, that a little morality can't remedy.

Silber, the outspoken president of Boston University, shared his vision of education Monday in Portland during a speech to the World Affairs Council of Oregon.

Teachers, unions, school boards, parents and students were measured by Silber and found wanting.

Of all the challenges facing educators today, teaching students responsibility is the foremost, said Silber, who is on a tour to promote his book, "Straight Shooting."

"The basis of education has to be moral in character," he said. "Teaching responsibility, that the individual is a person who makes choices and has to bear the consequences of those choices, is fundamental to moral education."

Students must learn that if they enjoy benefits from schools, families or society, they must contribute too, he said.

Silber, 62, will test his theories in a program involving Boston University and the school district of Chelsea, Mass., a blue collar town of 25,000 just north of Boston.

Unemployment in Chelsea is 11 percent. The high school faces a 52 percent dropout rate, low scores on achievement tests and daunting statistics on teen pregnancy.

"What you in Portland would call a problem, in Chelsea we would call a solution," he said.

The town has turned its school system over to the university for 10 years. Silber's approach is to concentrate on teen parents and their children.

Schools will be open from 7 a.m. to 6 p.m. every working day of the year, he said. A preschool program will be offered for children beginning at age 3, and eventually before- and after-school day care will be provided for pupils through the fifth grade.

John Silber

"Teaching . . . that the individual is a person who makes choices and has to bear the consequences of those choices, is fundamental."

Mentors will be recruited for fatherless children, and the curriculum will include instruction in "responsible relationships" for young teens to prevent the cycle of teen pregnancy and poverty.

Boston University will supplement the city's $16 million annual school budget. Silber predicted that young parents would be drawn to the city because of its schools, increasing the tax base so programs could continue when the university withdraws.

"If it succeeds and is followed elsewhere, I think we need not despair about the future of American competitiveness in world markets," he said.

Silber suggested that to improve education:

- Students shouldn't be promoted to the next grade unless they are capable of doing the work. To pass along undeserving students tells them the system is fraudulent and adds to the likelihood they will drop out.
- High schools should require four years in English, history, science and math and two years in a foreign language for college-bound students.
- School boards should take a tougher stand with teachers' unions and reject work rules that make it impossible for teachers to deliver a first-class education. He cited as an example opposition to testing or work rules that limit a teacher's contact with students.
- Comprehensive preschool programs must be developed, for they offer the only chance to correct problems in the education system and give poor children equal opportunity.
- Bilingual education should be used to prepare children to enter the mainstream. As practiced now, Silber said, it is used to perpetuate inadequate forms of native languages.

For all its problems, the education system is in reasonable shape, he said.

While the education of American students is "demonstrably inferior" to the education of students in Japan and other nations, the United States still compares favorably in the number of people in the education system, he said.

One in 20 students in the United States is in college, compared with 1 in 50 in the Soviet Union and 1 in 80 in France and 1 in 90 in England, he said. American research universities are second to none, Silber said.

More public involvement goal of new school board member

By NELSON PICKETT
of The Oregonian staff

GRESHAM — Judy Hood-Saul, the newest board member of the Gresham Grade School District, assumes her duties next month and said she was ready for her first board meeting July 13.

"One of the first things on my agenda is to create communications and get the public more involved with the schools," she said.

Hood-Saul, 29, was in a three-way race initially for the Zone 2 seat held by Peggy Connolly, who did not seek re-election. One candidate dropped out of the race, and Hood-Saul was elected during the March 28 special election by a vote of 3,125 to 1,705 over her remaining opponent, Brenda Jones.

The new board member has lived in the Gresham area for 25 years and is self-employed in marketing and sales. She is a graduate of Reynolds High School and attended Mt. Hood Community College and Central Oregon Community College.

She has a son, Taylor, in the second grade at East Gresham Elementary School.

Hood-Saul said she had attended all grade school board meetings, both public and closed, as a non-voting member since she was elected.

"I have a great deal to learn," she said.

During the past months, she said, she has been reading material she has received from the Oregon School Boards Association and has met with members of the the Grade School District Advisory Committee.

"One of the first things on my agenda is to create communications and get the public more involved with the schools."

— Judy Hood-Saul, Gresham Grade School

She said she wanted to serve on the board because she believes in quality education and wants to continue to enhance the quality of the Gresham system.

While improving communications is a priority item, she would not be specific on her plans because they are not yet fully formulated, she said.

Hood-Saul said she was an advocate of teaching foreign languages and giving mathmetics and reading more emphasis in grade schools.

She said she was an advocate of getting back to the basics — reading, writing and arithmetic — and building a strong foundation from those and moving forward.

She said one of the of the things she learned while campaigning was that many members of the Gresham community do not feel they, even as taxpayers, are a part of the district.

"I think that's obvious when the levies are continually voted down," she said. "Either taxpayers are not happy with the product they are receiving, or they don't understand what's going on. If they feel they are not part of the system, they are going to vote 'no.'"

More people have got to become involved with the schools and find out what's going on, she said.

"We, the taxpayers, are signing the checks," she said. "Sometimes it is unfortunate that we have very little to say on how that money is spent."

She said she was very involved with her son's education and "religiously" sits with him for an hour each night, helping with homework.

"If he has no assignment, then we do something on our own, reading, studying history or working on math projects," she said.

Hood-Saul said she thought she was in a very fortunate position to have the time to work with her son, time that is "very critical."

"I am very sympathetic with the parents who come home at night at 6:30, throw dinner on the table and by 7:30 it's done," she said. "Then it's on to housework and it's bed time for the children at 8."

OREGON MODEL YOUTH PROGRAMS

Oregon Youth Coordinating Council

Oregon Department of Education
700 Pringle Parkway SE, Salem, Oregon 97310-0290
Verne A. Duncan
State Superintendent of Public Instruction

1989

OREGON MODEL YOUTH PROGRAMS

Compiled by:
Oregon Youth Coordinating Council
Randall Franke, Chair

1 EARLY CHILDHOOD INTERVENTION ____ 1
Mid-Valley Children's Guild - Salem ____ 2
Child Development Program - Portland ____ 3
Grande Ronde Child Center - LaGrande ____ 4

2 EARLY CHILDHOOD EDUCATION/SUPPORT ____ 5
Special Friends (K-2) - Grants Pass ____ 6
Elementary Counseling and Child Development (ages 5-12) - Jackson ____ 7
Child Development Specialist - Roseburg ____ 8
Child Development Specialist - Portland ____ 9
Early Childhood Education Programs - Portland ____ 11
Extended Day Program - Newport ____ 13
Birth to Three - Eugene (see Teen Parent list) ____ 17

3 TEEN PARENTS ____ 15
Deschutes County Child Abuse Prevention (Teen Parent Component) - Bend ____ 16
Birth to Three for Teen Parents (also on Childhood list) - Eugene ____ 17
Teen Parent Program - Jefferson ____ 19
Salem Teen Parent Program - Salem/Woodburn ____ 21

4 JUVENILE JUSTICE ____ 23
Monitor/Mentor - Monmouth ____ 24
Project Payback - Multnomah ____ 25
Communications Unlimited (4H/JJA) - Corvallis ____ 27
Corvallis House - Corvallis ____ 28
Morrison Center Drug & Alcohol Program (also on A & D list) - Portland ____ 29
Tillamook County Downsizing Program - Tillamook ____ 30
Linn County 4H Challenge Program - Linn County ____ 31
High Quest Delinquency Prevention - Grants Pass ____ 32

5 DROPOUT PREVENTION ____ 33
Yamhill County Youth Services Team - McMinnville ____ 34
Handicapped 4H Clubs - Corvallis ____ 35
In-School Exploring - Metro Area ____ 36
Corvallis District Dropout Prevention Specialist - Corvallis ____ 38
Project Connect - Roseburg ____ 39
Bridge - Coos/Curry Counties ____ 40
School Transition Intervention Project - Portland ____ 41
Project Success - Eugene ____ 42
Boys & Girls Club "After School Club Program" - Corvallis ____ 43
Harney County SRI - Harney County ____ 44
Renaissance School - Oregon City ____ 45
Adventure-Based Experimental Education Program - Corvallis ____ 46
The Success Program - Hood River ____ 47
Options in Education - Corvallis ____ 48
Eugene 4J "At Risk Student" Program - Eugene ____ 49
Discovery Links - Klamath Falls ____ 51

6 ALTERNATIVE EDUCATION ____ 53
ABLE - Alsea ____ 54
Vocational Options - Clackamas ____ 55
Girls' Emancipation Program (YWCA) - Portland ____ 56
Lithia Springs School - Ashland ____ 58
Tri City Alternative Program - Clackamas County ____ 59

7 ALCOHOL AND DRUG — HEALTH — MENTAL HEALTH ____ 61
Impact Training (College) - Eugene ____ 62
Drug & Alcohol Resource Team (College) - Corvallis ____ 63
Student Health Services (Lane Community College) - Eugene ____ 64
Teen Birth Control Clinic - Eugene ____ 65
Waverly Day Treatment Program - Portland ____ 66
Morrison Center Drug and Alcohol Program (see Juvenile Justice list) - Portland ____ 29
Greenhouse - Portland ____ 67
Southern Oregon Drug Awareness - Medford ____ 68
Children's Resource Team - Grants Pass ____ 69
DePaul Youth Outpatient Services - Portland ____ 70
Youth Adventures - Girl's Alternative Program - Clackamas County ____ 71
Santiam Girl Scout Choice Program - Salem ____ 72
Project Self Esteem - Roseburg ____ 73
Education in Human Sexuality (K-16) Planned Parenthood - Eugene ____ 74

IN-SCHOOL EXPLORING
COLUMBIA PACIFIC COUNCIL
BOY SCOUTS OF AMERICA

2145 SW Front Avenue
Portland, OR 97201

Contact(s):
Tenna Ainslie, Program Director
Telephone 226-3423

Clientele:
Identified at-risk youth in grades 9-12 and boys and girls aged 14 to 21.

All youth seem to be at risk today. Teen parents and peers raising peers increase the need for input to classrooms from adult business leaders.

Strategies:
Four separate programs provide role models from the workplace to help students make informed career choices and demonstrate life values as well as learn the employment and social skills that must be developed to succeed.

Currently 35 percent of Oregon students beginning high school do not finish in the traditional academic process, further limiting the amount of time in which the public school can impact career considerations. We can coordinate those resources.

Description:
The *Career Awareness Seminars* are presented in a series form at a department or grade level with 8-16 career possibilities discussed. Topics are chosen by staff; resources are gathered by In-School Exploring staff.

The *Self-Image Seminar Series* utilizes hard-hitting athletes and TV personalities to speak on a motivational topic — impressing on students the importance of a high school diploma to open up choices in the work world, and the fact that some of the best friends students can have are the teachers and counselors in their schools. They also present career information.

In-Class Explorer Posts are career clubs that are part of the year's curriculum in a given classroom. Business people help to formally create the program; students carry it out.

The *Choices & Challenges Character Development Curriculum* addresses bias-free career awareness, career exploration, career preparation and life planning. It is supported by the business community and targets minority, non-English proficient, and female students. This program encourages parent participation, mentors, and a sense of self-responsibility.

Methods:
The school administration contracts with the In-School Exploring Director to provide programs depending upon the needs of the school. Depending on the program chosen, students participate in a classroom or grade level. Activities are co-educational.

Role models from the business community are utilized. Speakers in the Career Series offer worksite tours which encourage the partnership of business and education as well as current career information.

This collaboration is a cost-effective way for schools to get help in developing partnerships and is a recommended method for any classroom.

The Self-Image Series motivational seminars delivered by high-powered personalities is recommended for freshmen. The Choices & Challenges Curriculum is also recommended for all freshmen. A highly successful personal planning journal is utilized to build a student's self-esteem and self-awareness.

Resources:
Choices & Challenges Curriculum: textbook, $12.95; workbook, $4; teacher's manual, $10.

There are also over 2,000 members of the community in our Resource Bank, and training materials for classroom guests and teachers, leadership training for student officers in the In-Class Explorer Posts, and a 45-member advisory committee for the Self-Image and Career Seminar series representing business, industry, labor, government, military and education.

BSA also has access to the many former Eagle Scouts who are dedicated to community service.

A *Career Interest Survey* of all eighth, ninth, tenth and eleventh grade students collects information which is kept confidential. This is returned to each school in an alphabetized printout. It can be a wonderful career counseling tool to schools and is provided free of charge. The information collected is also shared with the Department of Education and the Northwest Labs to determine where student career interests lie.

Structure:
Staff must be familiar with school schedules, teacher needs, state requirements, curriculum changes in each school district, and policies unique to each school and district.

Ability to understand and work with the business community is valuable. Staff must also provide orientation and training to teachers.

Programs are sponsored by the Columbia Pacific Council of Boy Scouts of America which serves 15 counties in northern Oregon and southwestern Washington.

(continued next page)

Linkages have been created with major corporations to help schools finance programs. We are also linked to universities, community colleges, business, industry, labor and government; Juvenile Justice Alliance; United Way; and Youth At Risk Panel.

History:

Career Awareness Programs have been offered in scout councils across the nation for more than 20 years through the Exploring Division of each council.

The other three programs are unique to the Portland Metropolitan area. The Traditional Explorer Post concept was adapted to In-Class Explorer Posts to bring industry et al. to teachers and students in the classroom in 1980.

Funding:

The majority of costs, absorbed by the Columbia Pacific Council BSA, include items other than direct cost per student.

Contracts are negotiated with administrators for a school's participation. A small service fee per student enrolled is requested. When this is not possible we look for grant monies, private business funding, and other funding sources.

Numbers Served:

In 1987-88, 4,500 boys and girls were served in 13 high schools, alternative schools, and Job Corps in In-School Exploring Programs.

Cost Per Student/Client:

The Career Awareness and Self-Image Series cost $5 per student. In-Class Explorer Posts are $10 per student. The Choices & Challenges Character Development Series is $5 per student plus the cost of curriculum materials.

Evaluation:

Individual evaluations are done each year by teachers and students in each school. Plans for the following year are based on the effectiveness of last year's program.

Our advisory committee has started this year with a service team that is doing an evaluation independent of the teacher/director evaluation.

Followup:

Positive results have ensured continued and growing programs. Other more detailed information is available upon request.